



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

Hook: Explore a range of non-fiction books from the school library. Look at the layout and the features. Explore a video about plants in to gather facts. Mind map the facts you collect as a class. Use pictures to support on the table. You may wish to have a selection of real plants on the table. If you have real plants in class you could discuss the care of the plant and what the plant needs to survive and thrive. Pupils could also help with the care of the plant(s).

| Genre and Week  | 2-week cycle   | Knowledge  | Skill  | Activity Outline  |
|---|--|--|--|---|
| Weeks 3 & 4<br><br>Non-Fiction: Fact File on plants (CC Science)<br>(2 weeks) | Day 1 Hook<br><br>WOTD<br><br>Quick SPaG- Add the capitals and full stops.<br><br>Hook<br>(drama/video/clue hunt/scenario/text reveal) | I know when capital letters and full stops are needed.<br><br>I know what subject specific language. | I can correct the capital letters.<br><br>I can put in the full stops.<br><br>I can use subject specific language. | Hook: Explore a range of non-fiction books from the school library. Look at the layout and the features. Explore a video about plants in to gather facts. Mind map the facts you collect as a class. Use pictures to support on the table. You may wish to have a selection of real plants on the table. If you have real plants in class you could discuss the care of the plant and what the plant needs to survive and thrive. Pupils could also help with the care of the plant(s). |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
|--|--|---|---|--|----------------|--|-----------------------------|--|-------------------|--|--|--|-----------------------------|--|--|--|---|--|-----------------------------------|--|
|  | <p>Day 2 WAGOLL</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick SPaG- Add the capitals and full stops.</p> <p>WAGOLL</p> | <p>I know when capital letters and full stops are needed.</p> <p>I know what subject specific language.</p> | <p>I can correct the capital letters.</p> <p>I can put in the full stops.</p> <p>I can use subject specific language.</p> | <p>Pupils (explore) read and deconstruct a model text (WAGOLL).</p> <p>Identify new writing features (and previously taught ones)</p> <p>Opportunities for echo read.</p> <table border="1" data-bbox="1424 552 1984 1098"> <tr><td>write a title?</td><td></td></tr> <tr><td>write a short introduction?</td><td></td></tr> <tr><td>use sub-headings?</td><td></td></tr> <tr><td>use fact boxes and/or bullet-marked lists?</td><td></td></tr> <tr><td>use lots of topic language?</td><td></td></tr> <tr><td>Write in the present tense?<br/>(if it is not a historical report)?</td><td></td></tr> <tr><td>use the pronouns 'he', 'she', 'it' or 'they'?</td><td></td></tr> <tr><td>write a short summary at the end?</td><td></td></tr> </table> <p>(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).</p> | write a title? |  | write a short introduction? |  | use sub-headings? |  | use fact boxes and/or bullet-marked lists? |  | use lots of topic language? |  | Write in the present tense?<br>(if it is not a historical report)? |  | use the pronouns 'he', 'she', 'it' or 'they'? |  | write a short summary at the end? |  |
| write a title?   |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| write a short introduction?  |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| use sub-headings?  |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| use fact boxes and/or bullet-marked lists?                         |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| use lots of topic language?  |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| Write in the present tense?<br>(if it is not a historical report)? |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| use the pronouns 'he', 'she', 'it' or 'they'?                      |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |
| write a short summary at the end?                                  |  |   |   |  |                |  |                             |  |                   |  |  |  |                             |  |  |  |   |  |                                   |  |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |   |   |  |
|--|--|---|---|--|
|  | <p>Day 3</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick SPaG- Add the capitals and full stops.</p> <p>Shared Write Whole class.</p> | <p>I know when capital letters and full stops are needed.</p> <p>I know what subject specific language.</p> | <p>I can correct the capital letters.</p> <p>I can put in the full stops.</p> <p>I can use subject specific language.</p> | <p><u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model writing and editing process including taught elements),</p> <p>Pupils contribute to the ideas and vocabulary choices.</p> <p>Put on working wall. Print a copy for books.</p> |
|  | <p>Day 4 Shared write 3s</p> <p><u>Mighty Writers</u></p> <p>WOTD</p>  | <p>I know the job of headings and subheadings.</p>  | <p>I can use headings and subheadings.</p>  | <p>Pupils construct a shared write in a mixed ability group on paper in 3s.</p>  |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>SPaG Skill 1 with oral rehearsal. (Explicit teaching of new or previously taught SPaG skill)</p> <p>Shared Write in 3s.</p>  |  |  |  |
|  | <p>Day 5 Plan and Draft Paragraph 1</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 1</u> with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)</p> | <p>I know the job of headings and subheadings.</p> | <p>I can use headings and subheadings.</p> | <p>Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |   |  |  |  |
|--|---|--|--|--|
|  | <u>Writing</u>  |  |  |  |
|  | <p>Day 6 Plan and Draft Paragraph 2</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | I know the connective 'and' can be used to join ideas. | I can use a simple connective such as 'and' to join ideas. | <p>Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback).</p> |
|  | <p>Day 7 Plan and Draft Paragraph 3</p> <p><u>Mighty Writers</u></p>  | I know the connective 'and' can be                     | I can use a simple connective such as 'and' to join ideas. | <p>Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p>   |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><u>WOTD</u></p> <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | used to join ideas.                            |  | (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),   |
|  | <p>Day 8 Plan and Draft Paragraph 4</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal</p>                 | I know what a pronoun is like 'they' and 'it.' | I can use pronouns like 'they' and 'it.' | <p>Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

|   |  |  |   |  |
|---|--|--|---|--|
|   | (Explicit teaching of new or previously taught SPaG skill)<br><br><u>Writing</u> |  |   |  |
| Day 9 Comprehension<br><br><u>WOTD</u><br><br><u>SPaG Skill 3</u> with oral rehearsal<br>(Explicit teaching of new or previously taught SPaG skill)<br><br>Edit and up level. | I know what a pronoun is like 'they' and 'it.'                                   | I can use pronouns like 'they' and 'it.' | Comprehension lessons lesson<br><br><b>Introduce retrieval, inference and vocabulary VIPERS skills.</b><br><br>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback), |  |
| Day 10 Publish 2 <sup>nd</sup> Draft  | SPAG<br>QUIZ OF<br>THIS  | I can redraft my writing.                | Best Writing (1 hour)<br>(2 <sup>nd</sup> Draft)  |  |



## Writing : Year 1 Cycle A Summer 1 MTP



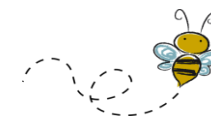
Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |                    |  |  |
|--|--|--------------------|--|--|
|  |  | UNIT'S<br>FEATURES |  | All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. |
|--|--|--------------------|--|--|





# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

Hook: Create a crime scene from the story using props. E.g someone ate the porridge or broke a chair etc. Who could it be? Ensure the pupils are fully emersed in the story. Read the tale of Goldilocks and the Three Bears. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas.

| Genre and Week  | 2-week cycle   | Knowledge  | Skill  | Activity Outline   |
|---|--|--|--|--|
| Weeks 3 & 4<br><br>Traditional tales – Goldilocks and the Three Bears. Retell using exclamation marks in writing (2 weeks). | Day 1 Hook<br><br>WOTD<br><br>Quick SPaG- Add the capitals. full stops and exclamation marks.<br><br>Hook (drama/video/clue hunt/scenario/text reveal) | I know when capital letters and full stops are needed. | I can correct the capital letters.<br>I can put in the full stops. | Hook: Create a crime scene from the story using props. E.g someone ate the porridge or broke a chair etc. Who could it be? Ensure the pupils are fully emersed in the story. Read the tale of Goldilocks and the Three Bears. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas. |
|   | Day 2 WAGOLL<br><br><u>Mighty Writers</u>  |  |  |  |



## Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |   |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Traditional Tale Checklist Year 1</th> </tr> <tr> <td style="width: 80%;">Sentences start with a capital.</td> <td style="width: 20%;"></td> </tr> <tr> <td>Names start with a capital letter.</td> <td></td> </tr> <tr> <td>Sentences end with a full stop.</td> <td></td> </tr> <tr> <td>Exclamation marks are used.</td> <td></td> </tr> <tr> <td>Interesting adjectives are used</td> <td></td> </tr> <tr> <td>Characters are described.</td> <td></td> </tr> <tr> <td>Events happen in sequence.</td> <td></td> </tr> <tr> <td>Question marks are used.</td> <td></td> </tr> </table> | Traditional Tale Checklist Year 1 |  | Sentences start with a capital. |  | Names start with a capital letter. |  | Sentences end with a full stop. |  | Exclamation marks are used. |  | Interesting adjectives are used |  | Characters are described. |  | Events happen in sequence. |  | Question marks are used. |  |
|--|--|---|--|--|-----------------------------------|--|---------------------------------|--|------------------------------------|--|---------------------------------|--|-----------------------------|--|---------------------------------|--|---------------------------|--|----------------------------|--|--------------------------|--|
| Traditional Tale Checklist Year 1  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Sentences start with a capital.  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Names start with a capital letter.   |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Sentences end with a full stop.  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Exclamation marks are used.  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Interesting adjectives are used  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Characters are described.  |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Events happen in sequence.   |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Question marks are used.   |  |   |  |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| <p>WOTD</p> <p>Quick SPaG- Add the capitals, full stops and exclamation marks.</p> <p>WAGOLL</p> |  |   |  | <p>(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).</p>  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| <p>Day 3</p> <p><u>Mighty Writers</u></p> <p>WOTD</p>  | <p>I know when to use an exclamation mark.</p> | <p>I can use an exclamation mark correctly.</p> |  | <p><u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model writing and editing process including taught elements),</p> <p>Pupils contribute to the ideas and vocabulary choices.</p> <p>Put on working wall. Print a copy for books.</p>   |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |   |  |   |
|--|--|---|--|---|
|  | <p>Quick SPaG- Add the capitals, full stops and exclamation marks.</p> <p>Shared Write Whole class.</p>  |   |  |   |
|  | <p>Day 4 Shared write 3s</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>SPaG Skill 1 with oral rehearsal. (Explicit teaching of new or previously taught SPaG skill)</p> <p>Shared Write in 3s.</p> | <p>I know that prepositions describe the position of objects.</p> | <p>I can use prepositions describe to the position of objects.</p> | <p>Pupils construct a shared write in a mixed ability group on paper in 3s.</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|   |   |  |  |
|---|---|--|--|
| <p>Day 5 Plan and Draft Paragraph 1</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 1</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | <p>I know that prepositions describe the position of objects.</p> | <p>I can use prepositions describe to the position of objects.</p> | <p>Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |
| <p>Day 6 Plan and Draft Paragraph 2</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p>   | <p>I know the connective 'and' can be used to join ideas.</p>     | <p>I can use a simple connective such as 'and' to join ideas.</p>  | <p>Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

|  |   |   |   |  |
|--|---|---|---|--|
|  | <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>   |   |   |  |
|  | <p>Day 7 Plan and Draft Paragraph 3</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | <p>I know the connective 'and' can be used to join ideas.</p> | <p>I can use a simple connective such as 'and' to join ideas.</p> | <p>Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

|   |   |   |  |
|---|---|---|--|
| <p>Day 8 Plan and Draft Paragraph 4</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | <p>I know what a pronoun is like 'he,' 'she,' and 'it.'</p> | <p>I can use pronouns like 'he,' 'she,' and 'it.'</p> | <p>Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |
| <p>Day 9 Comprehension</p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal</p>  | <p>I know what a pronoun is like 'they' and 'it.'</p>       | <p>I can use pronouns like 'they' and 'it.'</p>       | <p>Comprehension lessons lesson</p> <p><b>Introduce retrieval, inference and vocabulary VIPERS skills.</b></p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p>   |



## Writing : Year 1 Cycle A Summer 1 MTP

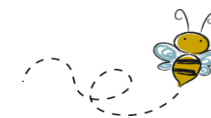


Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |                                   |                           |  |
|--|--|-----------------------------------|---------------------------|--|
|  | (Explicit teaching of new or previously taught SPaG skill)<br>Edit and up level. |                                   |                           |  |
|  | Day 10 Publish 2 <sup>nd</sup> Draft   | SPAG QUIZ OF THIS UNIT'S FEATURES | I can redraft my writing. | Best Writing (1 hour)<br>(2 <sup>nd</sup> Draft)<br><br>All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. |



## Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

Hook: Place a sweet on every child's desk. Ask question about what they would do to eat sweets – link it to the story. Remind them that they should take sweets from strangers. Tell them that they are not allowed to eat it until the end of the story. Read the story of Hansel and Gretel use lots of pictures. Ensure the pupils are fully emersed in the story. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas. Tell them that they can eat their sweet at the end of the story (or at a suitable point in the lesson).

| Genre and Week   | 2-week cycle   | Knowledge  | Skill  | Activity Outline   |
|--|--|--|--|--|
| Weeks 5 & 6<br><br>Traditional tales – Hansel and Gretel – changing a main character and writing a new story (2 weeks) | Day 1 Hook<br><br>WOTD<br><br>Quick SPaG- Add the capitals, full stops and question marks<br><br>Hook (drama/video/clue hunt/scenario/text reveal) | I know when capital letters and full stops are needed. | I can correct the capital letters.<br><br>I can put in the full stops. | Hook: Place a sweet on every child's desk. Ask question about what they would do to eat sweets – link it to the story. Remind them that they should take sweets from strangers. Tell them that they are not allowed to eat it until the end of the story. Read the story of Hansel and Gretel use lots of pictures. Ensure the pupils are fully emersed in the story. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas. Tell them that they can eat their sweet at the end of the story (or at a suitable point in the lesson). |





# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|                                    | <p>Day 2 WAGOLL</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick SPaG- Add the capitals, full stops and question marks.</p> <p>WAGOLL</p> | <p>I know when to use a question mark.</p> | <p>I can use a question mark correctly.</p> | <p>Pupils (explore) read and deconstruct a model text (WAGOLL).</p> <p>Identify new writing features (and previously taught ones)</p> <p>Opportunities for echo reading.</p> <table border="1" data-bbox="1323 507 2022 1018"> <thead> <tr> <th colspan="2">Traditional Tale Checklist Year 1</th> </tr> </thead> <tbody> <tr> <td>Sentences start with a capital.</td> <td></td> </tr> <tr> <td>Names start with a capital letter.</td> <td></td> </tr> <tr> <td>Sentences end with a full stop.</td> <td></td> </tr> <tr> <td>Exclamation marks are used.</td> <td></td> </tr> <tr> <td>Interesting adjectives are used</td> <td></td> </tr> <tr> <td>Characters are described.</td> <td></td> </tr> <tr> <td>Events happen in sequence.</td> <td></td> </tr> <tr> <td>Question marks are used.</td> <td></td> </tr> </tbody> </table> <p>(Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).</p> | Traditional Tale Checklist Year 1 |  | Sentences start with a capital. |  | Names start with a capital letter. |  | Sentences end with a full stop. |  | Exclamation marks are used. |  | Interesting adjectives are used |  | Characters are described. |  | Events happen in sequence. |  | Question marks are used. |  |
|------------------------------------|--|--|---|--|-----------------------------------|--|---------------------------------|--|------------------------------------|--|---------------------------------|--|-----------------------------|--|---------------------------------|--|---------------------------|--|----------------------------|--|--------------------------|--|
| Traditional Tale Checklist Year 1  |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Sentences start with a capital.    |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Names start with a capital letter. |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Sentences end with a full stop.    |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Exclamation marks are used.        |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Interesting adjectives are used    |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Characters are described.          |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Events happen in sequence.         |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |
| Question marks are used.           |  |  |   |  |                                   |  |                                 |  |                                    |  |                                 |  |                             |  |                                 |  |                           |  |                            |  |                          |  |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>Day 3</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>Quick SPaG- Add the capitals, full stops and question marks.</p> <p>Shared Write Whole class.</p> | <p>I know when to use a question mark.</p>                        | <p>I can use a question mark correctly.</p>                        | <p><u>Shared plan and write</u> - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model writing and editing process including taught elements),</p> <p>Pupils contribute to the ideas and vocabulary choices.</p> <p>Put on working wall. Print a copy for books.</p> |
|  | <p>Day 4 Shared write 3s</p> <p><u>Mighty Writers</u></p> <p>WOTD</p> <p>SPaG Skill 1 with oral rehearsal. (Explicit teaching of new or</p>                | <p>I know that prepositions describe the position of objects.</p> | <p>I can use prepositions describe to the position of objects.</p> | <p>Pupils construct a shared write in a mixed ability group on paper in 3s.</p>  |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |   |  |   |   |
|--|---|--|---|---|
|  | previously taught SPaG skill)   |  |   |   |
|  | Shared Write in 3s.   |  |   |   |
|  | Day 5 Plan and Draft Paragraph 1<br><u>Mighty Writers</u><br><u>WOTD</u><br><u>SPaG Skill 1</u> with oral rehearsal<br>(Explicit teaching of new or previously taught SPaG skill)<br><u>Writing</u> | I know that prepositions describe the position of objects. | I can use prepositions describe to the position of objects. | Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.<br><br>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback), |



## Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

|  |   |   |   |  |
|--|---|---|---|--|
|  | <p>Day 6 Plan and Draft Paragraph 2</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | <p>I know the connective 'and' can be used to join ideas.</p> | <p>I can use a simple connective such as 'and' to join ideas.</p> | <p>Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |
|  | <p>Day 7 Plan and Draft Paragraph 3</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p>   | <p>I know the connective 'and' can be used to join ideas.</p> | <p>I can use a simple connective such as 'and' to join ideas.</p> | <p>Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

|  |   |   |   |  |
|--|---|---|---|--|
|  | <p><u>SPaG Skill 2</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p>   |   |   |  |
|  | <p>Day 8 Plan and Draft Paragraph 4</p> <p><u>Mighty Writers</u></p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)</p> <p><u>Writing</u></p> | <p>I know what a pronoun is like 'he,' 'she,' and 'it.'</p> | <p>I can use pronouns like 'he,' 'she,' and 'it.'</p> | <p>Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p> <p>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback).</p> |



# Writing : Year 1 Cycle A Summer 1 MTP



Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

|  |  |   |   |
|--|--|---|---|
| <p>Day 9 Comprehension</p> <p><u>WOTD</u></p> <p><u>SPaG Skill 3</u> with oral rehearsal<br/>(Explicit teaching of new or previously taught SPaG skill)<br/>Edit and up level.</p> | <p>I know what a pronoun is like 'they' and 'it.'</p>    | <p>I can use pronouns like 'they' and 'it.'</p> | <p>Comprehension lessons lesson</p> <p><b>Introduce retrieval, inference and vocabulary VIPERS skills.</b><br/>(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),</p> |
| <p>Day 10 Publish 2<sup>nd</sup> Draft</p>   | <p>SPAG<br/>QUIZ OF<br/>THIS<br/>UNIT'S<br/>FEATURES</p> | <p>I can redraft my writing.</p>                | <p>Best Writing (1 hour)<br/>(2<sup>nd</sup> Draft)</p> <p>All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.</p>           |



## Writing : Year 1 Cycle A Summer 1 MTP

Grammatical Terminology children should use in Year 1: letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

